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A STUDY OF THE EFFECT OF MOTHER EMPLOYMENT  
UPON ELEMENTARY SCHOOL CHILDREN OF A TEXTILE COMMUNITY

by

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374

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## CHAPTER I

### INTRODUCTION

At the present time the nation as a whole is thoroughly aroused by the plight of the children of employed mothers. World War II's demand for production has necessitated the employment of large numbers of mothers in industry. What is happening to their job of motherhood? What is happening to their children? The answer to these questions are of vital concern to social agencies, governmental agencies, and even to the industrialists as well as to the educators. Each, motivated in a different way, is seeking the answer. The Federal Government has set up a special bureau to study the matter.

From a million and a half to two million children throughout the United States are in special need of assistance because of home conditions or individual difficulties or disabilities. At least a million of these children are deprived of a fair opportunity for normal development because they live in communities that lack the necessary resources for child welfare services....

Children who have been deprived of normal home life or who are endangered by conditions in their environment as well as those with mental and physical handicaps or emotional maladjustment are peculiarly in need of safeguards and assistance which should be afforded by State and community programs. Boys and girls whose bodies and characters are stunted by deprivation and neglect cannot develop into courageous and self-sustaining citizens....

Very few communities have made provision for social services for children which come anywhere near meeting the real needs. In a great many counties or other local units almost the only services available are foster care for children who had had to be removed from their own home and treatment of juvenile offenders. Deprivation and neglect and maladjustments that might have been prevented or corrected afflict childhood, and the community lays up for itself an ever increasing load of dependency, mental and physical handicap and delinquency.<sup>1</sup>

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<sup>1</sup>United States, Children's Bureau. Are We Helping with Special Needs? pp. 3-4. Children Bear the Promise of a Better World: Defense of Children Series No. 10. Washington, D. C.: Government Printing Office, n.d.



Into the category thus described fall the majority of the children studied in the survey. They live in a textile community which has no social service agency of any sort, no attendance officer, no community recreational center, no playground and until this year, no day nursery. Children of school age have no supervision before and after school. There are several environmental hazards especially for the boys. These make for juvenile delinquency.

The average wage of the textile worker in this community has been so small that the father alone could not provide for his family. The mother had to work between periods of child-bearing in order that the necessities of life be provided for the family. Her place in the home had to be left to others- or just left. The Children's Bureau estimated that about one out of three working mothers needs care for her children. The percentage is even greater in the community surveyed. Since domestic help is difficult to obtain, even on a part time basis, many children get up late, eat no breakfast or at best an inadequate one, trouble not to bathe or comb their hair, don dirty clothes and present themselves at school anywhere from a few minutes to several hours late. Many times they do not bother to come at all. For days they will play truant unless the teachers bring them in. They bring no lunch or money with which to buy lunch. If sent home they find nothing to eat but spend the lunch hour hanging around the shopping center.

To the school, therefore, come a great number of children who evidence little or no physical care, and who are far below the average child in development both mentally and socially. The school is not equipped to take on the job which needs to be done. No funds are



available to equip it. Other than the teacher no one seems concerned with the need. The attitude in general is that these children can in six years be presented to the junior high as well prepared as those pupils who come from homes of much greater income and better background in general.

Beginners average between four and five years in mental development. Many of them are so delicate that their attendance is very poor. Very few are mature enough to do the work at all until the second semester. Some indicate no reading readiness until the second year. Many have never had a book of their own. Few of them can give their name, age and home address. Even the seven year old beginner shows no reading readiness or maturity in other ways until several months in school.

Kenneth McFarland, Superintendent of Schools, Topeka, Kansas, in an address at the Kansas City Conference to the American Association of School Administrators Wartime Conference on Education says:

The average child of today has seen most of his world come crashing down around his ears. His brothers, his sisters, and perhaps his father, have left the home circle to embark for points which he never dreamed existed a year or two ago. His mother may be frantically trying to hold the home together while she carries other heavy responsibilities in connection with the war effort. Nearly everything the child had assumed was fixed and final has proven to be shifting and uncertain. But as the earth trembles and the seas boil, he can see his school standing like a rock in the deluge. To be sure the school has undergone many changes, too, but to the average child it represents almost his last link with reason and reality. For at least six hours of the twenty four he can live in a world that still makes sense....

The problems of the day are bringing forth more honest-to-goodness guidance on the part of teachers than they had ever previously thought possible or necessary. In the elementary

schools we have been forced to realize that whereas the method of teaching reading may be the same as it was yesterday the child who is learning to read is not the same... We have talked for many years of dealing with the whole child; we are now confronted with the stark necessity.<sup>2</sup>

To the schools of textile and other industrial communities, the problem of guidance is not new. It has been and probably always will continue to be a local problem. Children of employed mothers will continue to sacrifice their birthright of mothers' care as they have in the past. To the school and community they must look for this care. Therefore, to every educator the effects of employment of mothers upon children is of vital concern. Especially is this true in the field of elementary education where the child is so dependent upon its mother in every way and where the teacher is "all things to all pupils".

#### Statement of the Problem

This thesis has as its purpose the study of the effect of Mother Employment upon the Progress of the Elementary School Children of a Textile Community. In the study a satisfactory answer to each of the following questions is sought:

I., What classes of mothers with respect to employment are found in the community?

II. How does the type of employment or non-employment of mothers affect the out-of-school life of the children?

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<sup>2</sup>McFarland, Kenneth. "What's Right with the Schools," Wartime Conferences on Education, pp. 197-198. Official Report of the American Association of School Administrators of the National Education Association, Washington, D. C.:The Association, 1944.

III. How does the employment or non-employment of mothers affect the school life of the children, particularly in the matters of scholarship, citizenship, health, attendance and tardiness?

#### Delimitation of the Problem

The study is limited to:

- I. A period of three years, -1941-1944.
- II. A textile community of the southeastern Piedmont section of North Carolina.
- III. The elementary school children of the community.

#### Method

This study is essentially a Normative Survey. In its development the following steps were taken:

- I. A survey of the literature.

To avoid duplicating a previous study and to find any parallel work that might have some bearing on the subject the following indexes were carefully checked:

Palrey, Thomas R. and Coleman, Henry E. Guide to Bibliographies of Theses - - United States and Canada, Second edition. Chicago: American Library Association, 1940. 54 pp.

United States, Library of Congress. A List of American Doctoral Dissertations Printed 1912-1938. Washington: Government Printing Office, 1913-1938.

Monroe, Walter Scott. Ten Years of Educational Research, 1918-1927. University of Illinois. Bureau of Educational Research, Bulletin No. 42, August, 1928. Urbana, Illinois: 1928, 377 pp.

United States Office of Education, Library. Bibliography of Research Studies in Education, 1926-1927-- 1939-1940. Washington: Government Printing Office, 1929-1940.

Good, Carter Victor. Doctors' Theses Under Way in Education, Journal of Educational Research, January 1931- January 1942.

Gray, Ruth A. Doctors' Theses in Education, A List of 797 Theses Deposited with the Office of Education and Available for Loan. United States Office of Education. Pamphlet No. 60. Washington: Government Printing Office, 1935. 69 pp.

Barstad, Anvor, and others, compilers and editors. Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy. Vol. I, 1899 - 1936. Teachers College Bulletin, 28th Series, No. 4, February 1937. New York: Teachers College, Columbia University, 1937. 136 pp.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education. New York University, 1890- - June, 1936. New York: New York University, School of Education, 1937. 117 pp.

Northwestern University. List of Doctoral Dissertations, 1896-1934. Evanston, Illinois: The University, 1935.

This survey revealed no parallel studies that proved of any value in this problem of the effect of mother employment upon the progress of the elementary school child in a textile community; neither did it reveal any work that this study would duplicate.

II. The use of the interview technique in securing information concerning the out-of-school life of the child.

To secure the necessary information a check list (Appendix A) to be used as a record of the interview. With this check list as a guide, questioning was facilitated and the securing of all the desired data was insured. The answers were accepted without comment except where an answer indicated misconception of the question. In such a case the question was reasked with the necessary clarification. In the event of misrepresentation of facts as evidenced by the testimony of teachers or neighbors, the information gained through the interview was not used but was replaced by the more reliable information.

### III. The analysis of pertinent educational and health statistics.

The number of cases of tardiness, the excused and unexcused absences for the three years were recorded. As a basis of comparison for scholarship grades from only two basal subjects were used. Both teacher evaluation and the Standard Score in Reading and Arithmetic were used in Grades 4-6. In the Grades 1-3 only Reading was used. In recording the health and citizenship scores a Five-point Scale was used. Superior rating was indicated by 1 while 5 indicated low. Only one rating was used which was the average of the three years of the survey.

### IV. The presentation of the data and conclusions drawn from them.

## CHAPTER II

### SOCIO-ECONOMIC BACKGROUND

#### The Community

The community which is the setting of this study is an unincorporated mill village and its immediate environs located in the Piedmont section of North Carolina.

The village proper is situated between the main line of a large railroad and one of its branch lines. The mill property consists of one hundred seventy acres, part of which is under cultivation. The mill itself lies at the extreme eastern limit. West of the mill, for approximately three blocks, stand the homes. North and south they extend four and in places, five blocks and beyond them is open country. To the north and adjoining the village is a suburban settlement and two tourist camps, in which some of the workers live. On the south, the company property joins that of the city and it is here that the school is located. Joining the mill territory, on the east, is the property of the railroad, on which are located a large roundhouse, repair shop and freight yards.

In the village there are two grocery stores, a drug store, a cafe, a shoe shop, the post office, a hotel and several large boarding houses. Although the land and buildings in this small business section are owned by the mill, they are leased to the owners of the various enterprises. Since the mill discontinued the operation of the company commissary several years ago, it exercises no control over the merchants in this area.



The streets and sidewalks are unpaved except for the two county roads which run through the village. There has also been no attempt to landscape and the yards are rather barren looking. As the soil is poor, not many flower or vegetable gardens relieve the monotony.

### The People

There are, according to figures furnished by the officials of the mill, around seven hundred people in the village. Of this number only 495 are included, directly or indirectly, in this survey. This number, however, represents a cross-section typical of the village. Those not represented are new families or families having no children of elementary school age.

Racially the people are a rather homogeneous group, most of whom are descendants of the mountain folk of the Carolinas, Georgia, Tennessee and Virginia. They inherit from their Anglo-Saxon ancestors many of their quaint expressions, customs and superstitions. There are no Negroes, Jews, Italians, Greeks or other racial minorities in the village.

The size of the families is interesting because the common belief is that cotton mill families are rather large. Table I, however, shows that families here are only slightly above the average. The total number of persons in the one hundred families studied is 657. Thus we find that the size of the average family is only 6.57 persons or the parents and four children. The average size of the family where the mother has always worked is a little smaller. As this class of mothers is the largest, it probably represents the truest picture.

TABLE I

## Size of Family

Number of Persons in Family	Number of Families of each Size				Total Number of Persons
	Group I Mothers Working First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
2		1	1	6	24
4	1	3	2	9	60
5	1			13	70
6		4	5	12	126
7		1	4	5	70
8	2	1		4	56
9	2	2	3	4	99
10		1	3	2	60
11			2	2	44
12		1	1	2	48
Total	6	14	21	59	657

Table II shows the number of children to the family and the distribution as to sex. The smallest families seem to be those where the mother has always worked (Group IV), while the largest seem to be those where the mother has never worked (Group III). The distribution of children according to sex seems fairly even as there were 213 boys and 244 girls.

TABLE II

## Distribution of Children

Number Children to Family	Number of Families Having Children				Distribution As to Sex		
	Group I	Group II	Group III	Group IV	Boys	Girls	Total
	Mothers Working for First Time	Mothers Not Work- ing for First Time	Mothers Never Worked	Mothers Always Worked			
1		1	1	4	3	3	6
2		3	2	12	14	20	34
3	2	1		11	21	21	42
4		3	5	15	41	51	92
5		1	4	3	20	20	40
6	2	1		4	21	21	42
7	2	2	3	4	37	40	77
8		1	3	2	23	25	48
9			2	2	18	18	36
10		1	1	2	15	25	40
Total	6	14	21	59	213	244	457

TABLE III

## Marital Status of Mothers

Status	Group I	Group II	Group III	Group IV	Total
Mothers Working for First Time		Mothers Not Working for First Time	Mothers Never Worked	Mothers Always Worked	
Living with Husband	4	14	21	55*	94*
Widowed	1			1	2
Separated	1			3	4
Total	6	14	21	59	100

\* Second Marriage Following Divorce, 2.

As is shown by Table III, most of the mothers were living with their husbands. In as much as each mother represents one per cent of the total, there are 94 per cent of these. There were only four per cent separated, two per cent widowed, two per cent divorced and married again. All of the eight per cent who fall into the last three categories are working mothers.

The educational background of the mothers is revealed in the data contained in Table IV. The responses are the mothers' own and have not been checked for reliability but there is no reason to doubt their reliability. The only college graduate is not a textile worker but her children attend the school and the home is in the school community. Her diploma was displayed. The high school graduates are former students and are known to have graduated. The only one of the four who works is employed in the office of the mill company.

TABLE IV

## Education of Mothers

Extent	Group I	Group II	Group III	Group IV	Total
	Mothers Working for First Time	Mothers not Working for First Time	Mothers Never Worked	Mothers Always Worked	
College				1	1
High School		3		1	4
Junior High School	1	2	5	9	17
Elementary School	1	3	5	9	18
Part Elementary School	4	6	11	36	57
Illiterate				3	3
Total	6	14	21	59	100

As is true in many mill communities, there are from the standpoint of stability, two classes of people. One class lives in the village year after year. The other class moves frequently. Of the latter class some move to the farm in the spring and back in the fall. Others seem to drift from one mill to another, moving every few months. As Table V shows fifteen per cent have been living in the village a year or less. Another twenty-eight per cent have been residents less than five years. Of the thirty-three per cent of more or less "floating" families, twenty-nine per cent have working mothers. This might be expected where there are two wage earners to keep in employment.

TABLE V

## Length of Residence in Community

Years	Number of Families				Total
	Group I Mothers Working for First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
1 or less	1	4	3	7	15
2-5	3	2	5	18	28
6-10	1	3	3	16	23
11-15			6	15	21
16-20		4		3	7
More than 20	1	1	4		6
Total	6	14	21	59	100

As previously stated, the workers may or may not live in company owned houses. There are not enough houses in the village proper to accommodate all the mill employees. Consequently, some of the people rent low priced houses in the adjoining suburban settlement or in one of the two tourists camps nearby.

The mill company owns and rents to its employees around 175 houses. These houses are typical mill houses, usually of three, four, or five rooms. Only a few houses are large enough to accommodate big families. All these dwellings are of frame construction and are similar in design. Where there is a variation in design, it is occasioned by the number of rooms.

Since there is no sewerage system, there are no bathrooms. While some of the houses have running water on the back porches, occupants of the others have to carry all their water for drinking, cooking, laundering, bathing, and all other purposes from pumps located on each street. These pumps have been placed there for the convenience of the people by the company and there is no water rent. Even the people who are fortunate enough to have water pumped to their porches are faced with the problem of heating it on the kitchen stove.

This lack of sewerage necessitates the long line of privies that stand bare and unprotected by shrubbery. This is one of the most unattractive features of the village.

All the company owned houses have electricity, whose cost is included in the rent. However, not many of the people are able to afford electric appliances, other than irons. Only a few own electric stoves or refrigerators.

The houses are equipped with no other method of heating than fireplaces. This method of heating constitutes a hazard for the children, many of whom are left without supervision at least part of the day. If the children get home before their mothers they either have to build fires or remain cold.



As a rule, the homes are simply and cheaply furnished. Where they are adequately furnished, the furniture strikes one as massive and ornate owing to the simplicity and smallness of the rooms.

In most homes rooms are pressed into double service. The kitchen and dining-room are usually combined. In a great many cases the living room serves as a bedroom. The necessity for such arrangements may be seen by examining Table I and VI. According to Table I, there are 657 persons and according to Table VI, there are only 447 rooms in which they live. This would mean .68 room per person. According to standards there should be a minimum of a room per person.<sup>3</sup>

TABLE VI

## Living Space

Number Rooms	Number of Families				Total
	Group I	Group II	Group III	Group IV	
	Mothers Working for First Time	Mothers not Working for First Time	Mothers Never Worked	Mothers Always Worked	
1			1	1	2
2			1	1	2
3			1	6	7
4	3	9	5	33	50
5	1	4	6	9	20
6	2		4	7	13
7		1	3	2	6
Total	6	14	21	59	100
Persons in group	43	94	16 0	360	657
Rooms	29	63	101	254	447
Rooms per Person	.67	.67	.63	.70	.68

<sup>3</sup>Wood, Edith Elmer. Introduction to Housing Facts and Principles.  
p. 31. Washington, D. C.: United States Housing Authority, 1943.

Very few families state that they have books or magazines but a large per cent say they take newspapers. Radios are also listed by a large number according to Table VII.

TABLE VII

## Home Facilities for Leisure Time

Facility	Number of Families				Total
	Group I Mothers Working for First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
Radios	6	11	18	49	84
Cars	1	4	10	8	23
Magazines	4	4	7	9	24
Newspapers	5	12	19	52	88
Books	1	3	6	6	16

This data applies to all the homes surveyed, whether or not the homes are in the village proper. While the majority of the children come from the mill village, a few come from the tourists camps. Here the homes are usually converted street cars with added stoop and a partition in each to separate sleeping and eating quarters. Families of four or five live in these crowded quarters with only oil heaters for warmth. Occasionally a family lives in a trailer, a far more desirable abode than the street-car type. In one instance a family lived in a covered wagon for a whole year.

All heads of the families occupying mill houses must work at the mill. Other members may work elsewhere and live in the village; a few who work in the mill live outside the village, as employees are not required to live in the village.

## Industry and Economic Status

The mill which is owned by northern capital, operates between 24,000 and 25,000 spindles. It is engaged in making cotton twills for the government. When government orders are slack, it manufactures seersuckers.

Although practically all the people of the village are employed by the mill, they do a variety of things. Of the mill employees, 348 are men and 310 are women. The following tables show how these are distributed as to work:

TABLE VIII

## Distribution of Women Workers

Inspecting and wrapping cloth . . . . .	25
Weaving. . . . .	40
Operating card-room machinery. . . . .	87
Spinning and spare hands. . . . .	117
Beaming and slicing. . . . .	16
Clerical work. . . . .	14
Dyeing. . . . .	11
Total	310

TABLE IX

## Distribution of Men Workers

Inspecting and wrapping cloth. . . . .	22
Weaving and loom fixers. . . . .	75
Tending and fixing machines in cardroom. . . . .	84
Doffing and section men. . . . .	54
Beaming and slicing operatives . . . . .	12
Clerical work. . . . .	9
Dyeing. . . . .	32
Mechanics, carpenters etc. . . . .	47
Working in waste house. . . . .	4
Working on yard. . . . .	9
<hr/>	
Total	348

The employees work in three shifts. The first of these begins work at 7:00 A. M. and works until 3:00 P. M.; then the second shift takes over and works until 11:00 P. M.; at that time the third shift goes on and works until 7:00 A. M.

The shift system plays an important part in the lives of the people, especially the children. It means that very often someone in the house is always working, someone always sleeping, and someone always awake. Each member of the household has to consider the remainder of the family. It means that if mother goes to work at seven o'clock that she must wake up the youngsters, bathe, dress, and feed them before she goes to work. It

often means that she meets her husband whose shift ends as hers begins. He must sleep while the children romp and play or they must be quiet so that he may sleep. It may mean that an older child who is working on the second shift must refrain from listening to his favorite radio program or seek his amusement elsewhere. This situation may eventually lead to delinquency. While these illustrations are hypothetical, they <sup>are</sup> actually happening, in part, in different families. In the next two chapters actual figures will be given to show how the shift affects the lives of the school children.

TABLE X

## Distribution of Working Mothers by Shifts

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Shift One (7:00 A. M. to 3:P. M.) . . . . .	33
Shift Two (3:00 P. M. to 11:00 P. M.) . . . . .	22
Shift Three (11:00 P. M. to 7:00 A. M. ) . . . . .	3
Irregular. . . . .	3

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According to the testimony of both employers and employees, the mill machinery is antiquated and during the present wartime crisis can not be replaced by modern machinery. Thus the income from the mill is necessarily limited. As a result, the mill cannot afford to pay as high salaries as the more modern mills whose output affords a greater revenue.

Although figures were not available from the mill officials, it is reasonable to believe that the salaries of the employees fall below that of the average for North Carolina. This according to the Biennial Report

of North Carolina. Department of Labor<sup>4</sup> was \$19.98 per week for June, 1942.

As a part of the great textile industry of the south, the mill belongs to the low-wage paying industry group and its employees are necessarily affected by the economic conditions related to such an economic structure. This very structure so concerned President Roosevelt that he set up a special council to study it. To the members of the Conference on Economic Conditions in the south he wrote in 1938:

It is my conviction that the South presents right now the nation's No. 1 economic problem.... the nation's problem, not merely the South's. For we have an economic unbalance, in the nation as a whole, due to this very condition of the South. There is the problem of labor and employment in the South and the related problem of protecting women and children in this field.<sup>5</sup>

#### The School

The school, a modern brick structure of one story, is a unit of one of the most progressive city-units in the state. It is an elementary school, providing a program for the first six grades. Upon completion of the sixth grade the children are transferred to a junior high school in the same system.

The building has an auditorium, office, clinic, with bath, book and supply room, six classrooms, cafeteria, library, music room, and club room. The last four rooms are converted from classrooms. The cafeteria is inadequate as all the cooking has to be done in what was once a cloak-room. The library, too, is very small.

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<sup>4</sup>The North Carolina Department of Labor, Biennial Report of the Department of Labor. Raleigh, North Carolina: The North Carolina Department of Labor 1940-1942.

<sup>5</sup>Roosevelt, Franklin D. "The President's Letter to the Members of the Conference on Economic Conditions in the South." U. S. National Emergency Council. Report on Economic Conditions of the South. Washington, D. C.: Government Printing Office, 1938. p. 1.



The location of the building has certain advantages as far as the instructional program is concerned. The grounds are spacious, covering thirty acres. They have been landscaped near the building but plenty of play space has been left for the children. In addition the large campus furnishes wonderful environment for teaching natural science. Without leaving the grounds, it is possible to study many varieties of plant and animal life. The two small streams running through the grounds also furnish excellent specimens of water animals. One of these streams has an excellent place for swimming.

There are, however, decided disadvantages in having the school located outside the village. In bad weather this situation works a hardship on the children as there are no sidewalks over which to travel and consequently many of the children walk in the road. This is a county road, rather widely traveled because it is a short cut, connecting two of the large state highways. An underpass between the village and the school makes the children's route to school doubly hazardous. Because of these factors many parents keep the children at home in bad weather.

Aside from the purely physical disadvantages to the location, there are certain other disadvantages. An exceptional political set-up has resulted from the location of a city school in the county. Schools in the system except this unit are supplied officers by the city. Because this school must depend upon the county for an attendance officer it has none. The county, too, must supply the health service. This they have done quite adequately as the county has an excellent health department.

It is interesting to note that the patrons have little voice officially in the administration of the school, since it is under the jurisdiction of the city and they have no city vote except in special school elections. Thus, they have no vote in selecting the city council which appoints all except one member of the Board of Education. There has been, however, no friction between the administration and the patrons as a whole. Only the minor complaints of individual patrons on purely personal matters have ever occurred.

The instructional supplies, library books, janitorial supplies and transportation for junior high and senior high students are all furnished by the city. The supervisory services for music, art, library and cafeteria also come from the city. The principal and teachers are appointed by the city Board of Education.

The present teaching force is made up of a teaching-principal and five additional teachers, all of whom are women with educational backgrounds and qualifications comparable to those of other teachers in the system. It is interesting to note that with one exception each of these has been teaching in the school fifteen years or longer. The other teacher has been with the school for eight years. All of these commute from the city.

The Parent-Teacher Association is very weak. During the present wartime conditions the work shifts make it impossible for many of the parents to get together at one time. In spite of various attempts to shift the time of meeting it has been impossible to arrange a time suitable to all the parents. The result has been an ineffective organization.

For the same reason, home visitation on the part of the teachers and school visitation on the part of the parents have not been as satis-

factory as usual. Written communication has had to substitute for both in many cases. This at best is not satisfactory and sometimes results in misunderstandings.

TABLE XI

## Parent-School Relationship

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Mothers belonging to Parent Teacher Association. . . . .	29
Mothers who are active members. . . . .	13
Mothers who are not members. . . . .	71
Mothers who visit school. . . . .	39
Mothers who say they understand grading system. . . . .	80
Mothers who say they check reports carefully. . . . .	81
Mothers who are able to be at home for teacher visits . . . . .	71
Mothers who are unable to see teacher. . . . .	29

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TABLE XII

## Attitude Towards School

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Friendly. . . . .	70
Critical. . . . .	8
Indifferent . . . . .	20
Hostile . . . . .	2
Think school meets needs of children. . . . .	90
Think school does not meet needs of children. . . . .	10

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These opinions may or may not be true expressions of the mothers interviewed, but are given as they were stated by the mothers. The interviewer attempted to be purely impersonal in the matter and to accept the responses in the same manner. The mothers seemed to welcome the opportunity to express themselves, whether pro or con, ignoring the fact that the interviewer was a teacher. The attitude towards the school, however, was the opinion of the interviewer, based upon the reactions and responses of the mothers asking them (1) do you think the school meets the needs of the children and (2) do you think the school does not meet the needs of the children?

There is some discrepancy in the figures given for membership in the Parent Teacher Association and the actual membership. This may be explained by the fact that the membership includes both parents, the teachers, relatives of school children and interested people who have no children in the school at present.

Of those who appeared to be indifferent nine out of the twenty were not members of the Parent Teacher Association and were unable to be home when the teacher visited. There were ten who did not belong to the Association but who could be at home when the teacher called. Only one who belonged to the Association and could be at home when the teacher called appeared indifferent.

Of the two mothers who were distinctly hostile in their attitude, neither was a member of the Parent Teacher Association and one admitted that she had never been in the school. The children of both were juvenile delinquents and each has a son now in the state correctional institution.

Of the eight who made adverse criticisms none were members of the Parent Teacher Association and only three of these were able to be at home when the teacher called. One of the criticisms was concerning the

administration in not giving the school exactly the same advantages the other schools of the system enjoyed. Another had to do with the fact that no supervision from the police force was available to protect the safety of the children on their way to and from school. The other six were of a purely personal type, concerning some incident in which the school and child were involved.

There are problems to be faced in keeping the school up to the high standard which the city system has built up for itself. It is hard to meet the particularly pressing needs of the children, coming from the type of home that they do, and at the same time keep the educational level as high as it should be. It means that there are a number of children who because of poor attendance, frequent moving and other reasons are retarded. Following the policy of the system, these are placed in their age group as far as possible, the result being that each teacher has largely an ungraded group. While the situation is not unique, the per cent of retarded pupils is larger than is ordinarily found where the school population is children whose parents have a wider variety of occupations.

#### Churches

In the village proper there is only one church building, that of the Baptists. Of the one hundred families surveyed, forty expressed preference for the Baptist faith. As this is the only church in the village, some people who are not Baptists send their children to this Sunday School. As may be seen by Table XIV sixty-six per cent of the families send their children to Sunday School.

In the adjoining settlement, where some of the families reside,



there is a small Friends Church. This, according to Table XIII, is the second choice of the people. Also, located near the village is a very small church of the sect of the Church of God. A few attend the services of their faith in the neighboring city.

TABLE XIII

## Church Preference

Church	Number of Families				Total
	Group I	Group II	Group III	Group IV	
	Mothers	Mothers not	Mothers	Mothers	
	Working for	Working for	Never	Always	
	First Time	First Time	Worked	Worked	
Baptist	4	3	7	26	40
Friends		3	3	4	10
Methodist		1	2	2	5
Presbyterian		1	1		2
Church of God			2		2
Moravian			1		1
None	2	6	5	27	40
Total	6	14	21	59	100

TABLE XIV

## Sunday School Attendance

Children	Number of Families				Total
	Group I	Group II	Group III	Group IV	
	Mothers	Mothers not	Mothers	Mothers	
	Working for	Working for	Never	Always	
	First Time	First Time	Working	Worked	
Regularly	2	9	11	23	45
Sometimes	1	2	5	13	21
Never	3	3	5	23	34
Total	6	14	21	59	100



The religious life of the community is also largely the social life. The church and school are the two places where the people can come together. As the type of employment limits the outside activities of a large number to certain periods of every day except Sunday, the church can reach the largest number of people at any one time. Therefore, most of the social life is a product of church planning.

#### Government

Since the village is unincorporated there is no form of municipal government. All law enforcement is the business of the deputy sheriff of the township. He receives neither remuneration nor encouragement from the mill officials. As long as a worker produces his private life is his own.

#### Summary.

The community, the homes and the people of the survey vary little. The character of each seems shaped by the industry to which it is connected. Whether or not the mother works, the type of the home is very much the same. The children's advantages, economic status, family relationships, religious and social life are homogeneous. The environment which they furnish the children is not a positive influence in their educational program and tends to increase the task of the school, if it does not actually hinder its progress.

### CHAPTER III

#### EFFECT OF MOTHERS' EMPLOYMENT UPON OUT-OF-SCHOOL-LIFE OF CHILDREN

In the prededing chapter something of a general nature was shown about the environment of the elementary school children included in the study. The community, the homes, industry, family, social and religious backgrounds were studied. On the basis of data furnished by the mothers and the mill officials, it was found that, whether or not the mother worked, the background of all the children was very much the same.

In Chapter III the various factors contributing to the out-of-school-life of the children will be studied to determine what effect mothers' employment has upon them.

At the beginning of this particular phase of the study it might be well to take inventory again of the children to be studied. We find, according to Table II that there are 457 children included in the study. How these children are occupied is revealed in Table XV. Here, it is interesting to note how few children are found in junior or senior high school. Only five are found in the college group and four of these are members of the same family. Of the eleven children classed as unemployed, two are invalids. The others are over the compulsory school age and yet not old enough to secure work permits. It is significant to note that these nine children are found in Group IV, the children of mothers who have always worked. Thus, on the basis of this study, it would seem that

children of working mothers tend to drop out of school more readily than those of mothers who are not employed.

TABLE XV

## Distribution of Children as to Occupation

Occupation	Group I Mothers Working First Time	Group II Mothers Working Time	Group III Not Mothers First Never Worked	Group IV Mothers Always Worked	Total
Too young for school	6	15	20	41	82
In Elementary school	11	26	42	109	188
In Junior High	3	4	6	5	18
In Senior High	0	0	2	7	9
In College	0	0	0	5	5
Employed	11	20	47	66	144
Unemployed	1	0	1	9	11
Total	32	65	118	242	457

From now on the study will be concerned chiefly with the children of the first two classifications, those who are or will be in elementary school.

The first factor contributing to the out-of-school-life of the children is the home. Although according to the findings of Chapter II, the homes are very much the same in design, size, and setting, they look quite different. Some are clean, orderly, and attractive while others are dirty, disorderly, and unattractive. Each home has been given a rating based on the way it is kept. These ratings were fixed by the members of the school faculty, who visit the homes of each pupil at least once a year. The basis of rating is a five-point scale of which 1 is superior and 5 is inferior. In order to compare the children from a standpoint of the type of home from which they come the following table has been prepared.

TABLE XVI

Distribution of Elementary  
and Pre-school Children According to Home Rating

Home Rating	Number of children coming from homes				Total
	Group I	Group II	Group III	Group IV	
	Mothers	Mothers not	Mothers	Mothers	
	Working First Time	Working for First Time	Never Worked	Always Worked	
1	1	7	5	17	30
2	0	13	28	15	56
3	3	12	17	56	88
4	8	9	12	31	60
5	5	0	0	31	36
Total	17	41	62	150	270

According to Table XVI thirteen of the seventeen children of Group I, whose mothers are working for the first time, come from poorly kept homes (ratings 4 and 5). Changed into percentage it would mean that 76.47 per cent of Group I come from poorly kept homes. In Group IV, where the mothers have always worked, sixty two of the one hundred fifty children come from poorly kept homes. This in percentage amounts to 41.33 per cent. By comparing the percentages thus obtained it would appear that mothers improve in home management (plus employment) as they work for a longer period. It is also interesting to note that all children coming from homes rated 5 are children of working mothers, Groups I and IV. Of the children coming from the better kept homes, fifty-three of the ninety-six or a little more than fifty-five per cent come from homes where the mothers do not work, Groups II and III. Inasmuch as these groups constitute less than forty per cent of the entire group, it would appear that unemployed mothers are able to maintain better kept homes for their children. This evidence is further strengthened by Table XVII.

TABLE XVII

## Home Facilities of Children

Home Facility	Number of Children having Facility				Total
	Group I	Group II	Group III	Group IV	
	Mothers Working for First Time	Mothers not Working for First Time	Mothers Never Working	Mothers Always Worked	
Running Water	10	27	14	87	158
Baths	1	2	7	5	15
Electricity	17	34	55	148	254
Total Number in Each Group	17	41	62	150	270

It is evident from Table XVII that a greater per cent of Groups I and IV have running water than those of Groups II and III. In Groups I and IV ninety-seven of the one hundred sixty-seven or more than fifty-eight per cent had running water while in Groups II and III only forty-one of the one hundred three or less than forty per cent had running water. Yet, according to Table XVI Groups II and III came from better kept homes.

It is significant to note that only fifteen of the two hundred seventy children have bathroom facilities. This knowledge will provide a better understanding of why so many children come to school dirty as will be shown a little later.

A second factor important to the out-of-school-life of the children is the supervision they received while the mothers work. Where both parents are employed they usually try to secure different work shifts so that they may divide the supervision of the children between themselves. Where this is not possible some other solution is necessary. The various types of supervision are listed under the following table.



TABLE XVIII

## Supervision of Children While Mother Works

Supervisor	Number of Children of each Group				Total
	I		IV		
	Under 6	Over 6	Under 6	Over 6	
Father	0	1	16	44	61
Neighbor	2	1	2	4	9
Relative	4	6	11	24	45
White Maid	0	0	2	4	6
Negro Maid	0	0	4	3	7
No One	0	3	6	30	39
Total	6	11	41	109	167

Relatives listed under Table XVIII include grandmothers, aunts or adult sisters, living in or near the home. Where neighbors are listed, it may mean that younger children are left in the home of the neighbor or in the case of older children, it may mean simply that a neighbor does nothing more than keep a watchful eye over the children while they look after themselves. In case of sickness or accident the neighbor would assume responsibility.

Of the thirty children over six years of age, who are left unsupervised, eighteen are children of mothers who work on the first shift. The mothers depend upon the school to look after these. However, there is a difference of two hours in the time at which the mother leaves and the school begins. If children are left to get their own breakfast and to get ready for school without supervision, as these are, they usually come to school dirty, improperly clothed, and many times without breakfast. The time at which a child gets up, whether or not he bathes



and dresses correctly and in a reasonable time, eats a nourishing breakfast, and gets off to school on time, all depend largely upon the guidance of some older person.

In order to study the effects of mothers' employment upon the elementary school children a comparison of the daily routine of the children of working mothers (Groups I and IV) with that of children of mothers who do not work (Groups II and III) will be helpful. For this purpose Table XIX has been prepared.

TABLE XIX

## Routine of Children Before School

Part of Routine	Number of Children				Total
	Group I	Group II	Group III	Group IV	
	Mother Working for First Time	Mother not Working for First Time	Mother Never Worked	Mother Always Worked	
Number children in group	11	26	42	109	188
Mother at home when child arises	11	26	42	95	174
Mother at work when child arises	0	0	0	14	14
Mother supervises bathing and dressing	0	20	37	32	89
Mother supervises breakfast	4	22	42	74	142
Mother at home when child leaves for school	10	26	42	35	113
Child loiters on way to school	6	4	6	57	73

The difference in the number of children whose mothers are at home when they arise and the number at home when they leave for school indicates the large number of mothers who work on the first shift. As soon as the mothers leave there is a tendency for the children to leave home almost immediately. Thus in the two hours before school starts, the children of mothers working on the first shift have a tendency to form several bad habits. One of these habits is going to another child's home and waiting for him to go to school. Another habit is that of loitering about the drug store or grocery store, When they linger here they usually spend their lunch money on candy or soft drinks. If they carry their lunch they often eat part or all of it at this time. This makes a problem for the school.

The fact that many mothers work on the first shift necessitates early rising and early breakfast for their children. This means that the children are not hungry enough to eat as they should. Consequently many children have used up the energy supplied by their breakfasts long before the morning has gone. This is evidenced by the number who are listless and inattentive. It is impossible for them to absorb much if any instruction.

Another problem with this same group of children is that of suitable clothing. Where they loiter on the way to school they often come to school wet or cold. Many of them left to dress themselves do not leave home with the proper clothes for the weather.

The faculty has rated children according to personal cleanliness and suitability of dress. The following data taken from the school records is interesting to study in this connection.

TABLE XX

Rating of Children According to  
Personal Cleanliness and Clothing Suitability

Item Rated	Rating	Number of Children				Total
		Group I Mothers Working for First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
Cleanliness	1	0	5	13	6	24
	2	1	4	13	6	24
	3	4	17	12	37	70
	4	6	0	4	34	44
	5	0	0	0	26	26
Clothing Suitability	1	0	2	15	6	23
	2	1	6	11	2	20
	3	6	13	12	42	73
	4	4	5	4	28	41
	5	0	0	0	31	31

Of the children receiving a rating of 1 in personal cleanliness, eighteen of the twenty-four or seventy-five per cent were the children of mothers who did not work, Groups II and III. Almost the same per cent of those rated 2 belong to the same groups. Of children receiving a rating of 4, there were thirty-two out of forty-one, or about seventy-eight per cent, who were children of working mothers, Groups I and IV. All receiving a rating of 5 were children of working mothers, Group IV. These facts seem to bear out the fact that proper supervision is lacking where mothers are employed and that the mothers themselves do not have the time for this supervision. No one seems to take the mothers' place in this particular part of children's daily routine and children do not appear to be capable of assuming that responsibility.

The mothers themselves appear to be none too well satisfied with the

quality of supervision they are able to secure as evidenced by their responses shown under Table XXI.

TABLE XXI

## Quality of Supervision

Mothers' Evaluation	Number
(Total number of supervisors)	51
Good disciplinarians	23
Poor disciplinarians	28
Disliked by children	1
Respected by children	22
Capable of assuming responsibility	21
Incapable of assuming responsibility	30
Tries to carry out mothers' plans	32
Evidences interest in children's progress	18

How the children spend their time after school is also quite important. The after-school routine is tabulated for study under Table XXII. From this study it would appear that whether or not the mothers work, there is little difference in the type of after school activities of the children.

TABLE XXII

## Children's Routine after School

Part of Routine	Number of Children in each Group				Total
	Group I Mothers Working for First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
Required to come directly home	4	15	42	64	125
May go where they like	7	6	0	45	58
Mother at home when children arrive from school	2	26	42	60	130
Mother at work when children arrive from school	9	0	0	49	58
Study at home	2	18	31	72	123
Play at home	6	19	37	55	117
Have home hobbies	3	14	29	63	109
Have chores to do	10	24	40	95	169
Attend picture show	6	7	20	88	121
Employed part time	1	0	0	3	4
Mother supervises evening meal	2	26	42	60	130
Mother at home at children's bedtime	2	26	42	60	130

How the children spend their time after school is largely dependent upon their supervision at that time. It would appear from the data that while all groups do very much the same things after they get home the activities of those whose mothers (Groups II and III) do not work are better supervised. A larger per cent of them have to come directly home

from school, perform home tasks, have home hobbies and play at home. A larger per cent of the children whose mothers work (Groups I and IV) find their amusement at picture shows and other places away from home.

One important fact revealed by this table is that fifty-eight of the children do not find their mothers at home when they return from school. This is because their mothers are employed on the second shift and have to go to work before their children come home. It means that the mothers will not return until nearly midnight and unless their children are properly supervised, many will play in the streets until their mothers return. It also means that if children get enough sleep they will be late to school the next morning. Also many of the mothers sleep late and if the children get to school on time they must come without breakfast. It is the difference in the schedules of the children and their mothers that work a hardship on both.

Lack of afternoon supervision contributes to delinquency among the children. Of twenty-five cases among the children in this study, twenty-two cases occurred among children of working mothers (Groups I and IV). Of these twenty-two, the mothers of fourteen worked on the second shift and their children were left improperly supervised after school until nearly midnight. Out of the five boys sent to reform school, the mothers of four worked on the second shift, and left them without any supervision. The mother of the fifth boy also worked and left him with no supervision.

Where supervision is lacking, certain factors in the community contribute to delinquency. Of these one of the most alluring temptations is the railroad. The roundhouse and railyards, adjoining the village, furnish opportunities for looting freight cars. Two cases of delinquency,



previously mentioned, may be attributed to loafing on railroad property.

Another factor is the lack of supervised playgrounds, club rooms or other character-building activities requiring community leaders. Consequently the gang spirit and love of adventure natural to elementary school boys seek an outlet of the wrong kind. Because of no better form of entertainment moving pictures and radio serials are the steady amusement diet for many. Gangster pictures and adventure tales on the radio create still further desire for thrills. With no protective restraint or guidance from older people the boys are free to get into trouble and it is not likely that they will exercise any restraint of their own.

From the facts revealed in the data of the survey, it seems that the out-of-school-life of elementary school children is endangered by mothers' employment for two important reasons. If the mother is employed, supervision is necessary but hard to get. The mothers' work shift is likely to conflict with the children's routine, the result working harm to the physical and moral well-being of children.

## CHAPTER IV

### EFFECT OF MOTHERS' EMPLOYMENT ON THE SCHOOL LIFE OF CHILDREN

The effect of mothers' employment upon the out-of-school life of the children having been studied, it will be interesting to examine school records to determine what effect mothers' employment has had upon children's progress in school. The same method of comparing the children of employed mothers with those of mothers who are not employed will be used.

The records of health, citizenship, attendance, and scholarship in certain subjects will be studied. In the study of scholarship the records on two tool subjects, reading and arithmetic, will be used. Both the teachers' appraisal and the standard scores will be studied. Data on health obtained from records of the County Health Department and the school will be used.

### Health

Each spring the County health Department, under the sponsorship of the Parent Teacher Association, holds a Pre-School Clinic for children entering school for the first time. In the fall a check-up is made of the first grade to see how many defects revealed in the spring have been corrected and at the same time a program is provided to immunize all children who did not attend the spring clinic. All fourth and sixth grade children and some pupils from the other grades receive examinations. Parents are notified in writing of all defects found in their children, and these are also recorded on the children's

records kept by the County Health Department. The data in the following table were secured from these records.

TABLE XXIII

## Physical Defects

Defect	Number in each Group				Total
	Group I Mothers Working for First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
Number Children in each group	11	26	42	109	188
Under weight (5 or more pounds)	3	14	13	67	97
Malnutrition	3	9	7	58	77
Vision	3	4	3	27	37
Bad teeth	8	8	13	70	99
Bad Tonsils	9	9	9	45	72
Skin Diseases	1	3	0	5	9

After the home life of the children has been studied, it is not surprising to find that over fifty per cent of them are underweight as much as five pounds and that over forty per cent are undernourished. Neither is it surprising to find that over seventy percent of the children underweight and almost eighty per cent of those suffering from malnutrition are children of working mothers. Bad teeth and tonsils, conditions closely associated with malnutrition, are found more often in children of working mothers, as over eighty per cent of these having bad teeth and seventy-five per cent of those with bad tonsils occur among children of this group.

Dr. L. Jean Bogart, well-known expert on nutrition, lists among the direct causes of malnutrition inadequate breakfast or lunch,

hurried meals, irregular meals, too little sleep, and physical defects.

There may be a question as to whether certain conditions associated with malnutrition should be considered as causes or effects of it- e.g., it is claimed by some that...enlarged or diseased tonsils may clear up when the state of nutrition is improved, and hence should be classed as effects rather than causes of malnutrition... The lack of home control is patent among wealthy, middle class, and poor alike, although possibly more prevalent at both extremes of economic status, since the children of the rich are apt to be over-indulged and left to the care of servants having little interest or authority, while the children of the poor are deprived of supervision and left to fend for themselves because the parents are at work.<sup>6</sup>

The importance of regularity of meal times and of not eating between meals can scarcely be overemphasized. Probably no other single factor is so important for health unless it is the character of the food eaten... Cultivating the right habits of eating and the proper attitude toward food is also an important part of a mother's task in training her children. Children must be watched and taught from the first not to eat hurriedly nor to dawdle at the table, not to take too large mouthfuls, not to swallow their food until it is well chewed, and not to wash food down with fluids. Sometimes a single one of these bad habits of eating will be responsible for digestive difficulties which cause the child to be undernourished.<sup>7</sup>

The survey seems to support Dr. Bogart's statements inasmuch as malnutrition is found to be more prevalent in the children of mothers who have always worked (Group IV) where there is also less supervision of meals, bedtime, and other controlling factors. According to Table XIX, only sixty-five per cent of Group IV are supervised by mothers at breakfast and Table XXII shows that only about fifty per cent are supervised at the evening meal. The figures on the noon-day meal are given in Table XXIV, although they indicate only the way children get their lunch and the number provided for under each method. The school

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<sup>6</sup>Bogart, L. Jean. Nutrition and Physical Fitness. Philadelphia: W. B. Saunders Company. p. 540.

<sup>7</sup>Ibid., pp. 459-460.

knows that the lunch problem is a very real one, but these figures do not reveal the problem.

TABLE XXIV

## Mid-day Meal of School Children

How Obtained	Number in each group				Total
	Group I Mothers Working for First Time	Group II Mothers not Working for First Time	Group III Mothers Never Worked	Group IV Mothers Always Worked	
Eats at home	6	15	8	40	69
Packs lunch	0	3	1	9	13
Packs lunch and buys milk	0	4	11	7	22
Eats in cafeteria	5	4	22	53	84
Total	11	26	42	109	188

Many of the children who go home for lunch come back to school, saying they had nothing to eat and are therefore fed in the school cafeteria. Many of the home-packed lunches have to be supplemented because they are inadequate. Of Group IV, there are thirteen children who have been problems for this reason. In Group II there are two youngsters whose mother is in the sanatorium and who have to be fed quite often. The lunch problem, like the other problems, is largely a matter of proper supervision and the school can be sure that only the eighty-four children eating in the school cafeteria and some who bring lunch receive adequate noon meals.

# Citizenship Records

The school keeps on the permanent records of each child an evaluation of his personal and social assets. These are teacher evaluations and subject to the limitations of teacher judgment. These ratings, however, were already a part of the records before the survey was started and therefore could not have been influenced by a knowledge that they were to be used for such a purpose.

The school has placed special emphasis upon character training in view of the fact that, owing to conditions previously pointed out in the survey, the children receive a minimum amount of this training at home. The following data are indicative of how successfully the school is meeting the problem.

TABLE XXV

## Teacher Evaluation of Personal and Social Assets of Children

1-Superior 2-Above Average 3-Average 4-Below Average 5-Low

Asset	Rating	Number Children Receiving Rating				Total
		Group I	Group II	Group III	Group IV	
		Mothers	Mothers not	Mothers	Mothers	
		Working for	Working for	Never	Always	
		First Time	First Time	Worked	Worked	
A. Co-operation	1	0	1	5	3	9
	2	2	11	16	12	41
	3	6	12	19	51	88
	4	3	1	2	38	44
	5	0	1	0	5	6
B. Courtesy	1	0	2	3	1	6
	2	2	8	20	17	47
	3	7	14	19	58	98
	4	2	2	0	28	32
	5	0	0	0	5	5



TABLE XXV ( Continued)

Asset	Rating	Number Children Receiving Rating				Total
		Group I	Group II	Group III	Group IV	
		Mothers	Mothers not	Mothers	Mothers	
		Working for First Time	Working for First Time	Never Worked	Always Worked	
C. Dependability	1	0	2	5	3	10
	2	2	8	15	17	42
	3	5	14	20	38	77
	4	4	2	2	40	48
	5	0	0	0	11	11
D. Industry	1	0	1	4	2	7
	2	2	9	14	21	46
	3	6	11	17	38	72
	4	3	4	7	37	51
	5	0	1	0	11	12
E. Initiative	1	0	0	4	2	6
	2	2	7	14	17	40
	3	6	12	16	46	80
	4	3	7	8	39	57
	5	0	0	0	5	5
F. Leadership	1	0	0	3	2	5
	2	2	6	11	10	29
	3	6	11	19	47	83
	4	3	9	9	44	65
	5	0	0	0	6	6
G. Maturity	1	0	0	2	0	2
	2	2	5	10	12	29
	3	4	14	23	46	87
	4	4	6	3	42	65
	5	1	1	4	9	15
H. Personal Appearance	1	0	1	4	1	6
	2	2	12	17	21	52
	3	4	9	14	47	74
	4	4	4	5	35	48
	5	1	0	2	5	8
I. Self-Control	1	0	4	4	2	10
	2	2	5	17	21	45
	3	6	15	17	36	74
	4	3	2	4	11	20
	5	0	0	0	11	11
Total in each Group		11	26	42	109	188

The largest per cent of children receiving the highest ratings of 1 and 2 are found in Group III, the children of mothers who have never worked. The pupils receiving the smallest per cent of these same

ratings are found in Group IV. On the other hand, the Group containing the greatest per cent of the low ratings (4 and 5) is Group IV, while the Group having the smallest per cent of these ratings is Group III. Thus it would appear that mothers who do not work do a better job of training their children in citizenship or that their children seem to respond better to the training they receive at school.

It is significant to note that in all Groups there is a tendency for the scores to group themselves around the average rating of 3.

#### Attendance Records

TABLE XXVI

#### Absences

Year	Average Number per Child				Total
	Group I	Group II	Group III	Group IV	
	Mothers	Mothers not	Mothers	Mothers	
	Working for	Working for	Never	Always	
	First Time	First Time	Worked	Worked	
1941-42	13.50	17.54*	9.17	13.63*	
1942-43	8.22	15.17*	8.80	22.50*	
1943-44	23.71*	12.09	4.14	11.69*	

\*Mother Working

In Group I there was a decided increase in the number of absences when the mother went to work. In Group II there were fewer absences in 1943-44, when the mother quit working. In Group III, in all the number of absences per child is consistently smaller and in Group IV, in all three years, consistently larger.

If all the children of mothers working are put in one group and all those of non-working mothers in another, the table would read:

TABLE XXVI (Form B)

## Absences

Year	<u>Average Number per Child</u>	
	<u>Children of Working Mothers</u>	<u>Children of Non-working Mothers</u>
1941-42	12.28	3.08
1942-43	15.47	8.66
1943-44	14.74	10.17

These figures would have a great deal more meaning if there were some way of determining exactly how many absences were necessary and how many were not. This was not possible as many of the absences were not coded as to reason because of inability to learn the real cause. There is no attendance officer and the attendance is dependent upon the parents and teachers. As it is not always possible for the teacher to go to the home, she has to depend upon the testimony of other children and the written excuse. Many times an excuse, accepted as authentic at the time, is later found to be false. Consequently teachers hesitate to code absences unless certain of the cause as these facts become a part of the child's permanent record and may later have some important meaning for him. However, of Group I, there were two children who were coded several times as truants; in Group II there were three; in Group III there was one; and in Group IV there were eighteen. If these were compared by percentage, it would mean that of Group I there was 18.18 per cent truancy; in Group II there was 11.54 per cent, in Group III there was 2.17 per cent, and in Group IV there was 23.85 per cent. Since in all these groups except III the mothers were, at one time, during the survey, working, it seems to indicate that truancy is much less prevalent among children whose mothers do not work.

There are a number of parents who have repeatedly given trouble and most of whom have been carried before a magistrate for keeping their children out of school. Of these there were two in group I, six in Group II, three in Group III, and twenty-six in Group IV. In percentage this would be 33.33 per cent in Group I, 42.93 per cent in Group II, 14.29 per cent in Group III, and 23.85 per cent in Group IV. Thus the survey indicates that the per cent of absences owing to parental neglect is smaller where the mother is not employed.

TABLE XXVII

## Cases of Tardiness

Year	Average Number per Child	
	Children of Working Mothers	Children of Non-working Mothers
1941-42	1.38	.03
1942-43	1.04	.28
1943-44	1.13	.41

TABLE XXVIII

## Number Cases According to Mother's Work Shift

Year	Shift I	Shift II	Shift III	Total
	(7:00-3:00)	(3:00-11:00)	(11:00-7:00)	
1941-42	20	78	0	98
1942-43	45	60	1	106
1943-44	34	100	2	136
Total	99	238	3	340

The Table XXVII shows very clearly that the average number of tardiness per child is higher among the children of working mothers. Table XXVIII indicates the relationship of the mothers' work shift to the number of cases of tardiness.

### Scholarship

Since scholarship is one of the main interests of the school, the final step in the study is an investigation of the effect of mother employment upon the scholastic achievement of elementary school pupils. This investigation is based upon a study of the children's school marks and scores.

In the first, second and third grades only the reading and achievement score or grade level are included. In the fourth, fifth and sixth grades arithmetic is also included in the study. Both the teachers' ratings for 1941-1944 and the scores on the Metropolitan Achievement Tests given in 1944 are tabulated and studied.

In comparing the children's scores on the various tests with the standard score pupils are considered standard if they are within a grade of the standard score. Otherwise, they are counted above or below standard.

Since Groups I and II include children of mothers who were working part of the time but not all the time, they will not be compared with other groups. The marks made when the mother was working will be compared, however, with the marks made when the mother was not working.

A comparison of Groups III and IV will be made as the employment status of mothers of the children in these groups has been the same at all times. Either the mothers have always worked or they have never worked.

Finally the marks and scores will be placed in two classifications only, those made while mothers worked and those made when mothers did not work.

TABLE XXIX

## Reading Marks

A-Superior    B-Above Average    C-Average    D-Below Average    F-Failure

Number Children Receiving Mark						
Group I	Rating	1941-42	1942-43	1943-44*	Total	Per Cent
(Mothers Working for First Time)	A	0	3	2	5	19.23
	B	1	1	3	5	19.23
	C	4	3	2	9	34.62
	D	1	1	2	4	15.38
	F	0	1	2	3	11.54
	Total	6	9	11*	26	
Group II (Mothers not Working for First Time)	A	4	2	1	7	13.72
	B	1	4	4	9	17.65
	C	4	7	12	23	45.10
	D	1	3	5	9	17.65
	F	1	2	0	3	5.88
	Total	11*	18*	22	51	
Group III (Mothers Never Worked)	A	6	7	8	21	21.00
	B	9	7	8	24	24.00
	C	9	8	17	34	34.00
	D	4	8	6	18	18.00
	F	0	0	3	3	3.00
	Total	28	30	42	100	
Group IV (Mothers Always Worked)	A	6	10	9	25	9.96
	B	11	11	23	45	17.92
	C	22	25	21	68	27.09
	D	10	24	32	66	26.29
	F	9	14	24	47	18.72
	Total	58*	84*	109*	251*	

\*Mothers Working.

TABLE XXIX (Form B)

## Reading Marks (Summary for 3 Years)

Mark	Children of Working Mothers		Children of Non-Working Mothers		Total	Per Cent
	Number	Per Cent	Number	Per Cent		
A	33	11.34	25	18.25	58	13.55
B	53	18.21	30	21.89	83	19.39
C	81	27.84	53	48.68	134	31.31
D	72	24.74	25	18.25	97	22.67
F	52	17.87	4	2.92	56	13.08
Total	291		137		428	



In Group I, it is significant to note how the marks of the children whose mothers are now working (1943-1944) compare with their marks of the previous year when their mothers were not working. Of the nine children who received marks both years, two received better marks (both were repeating the grade), three made the same mark, and four received lower grades in reading.

In Group II, a similar comparison is made. In this group eighteen received marks both years. Of this number three made higher marks (one was repeating grade), fourteen made the same mark and one made a lower mark after their mothers quit working.

In Group III (mothers never worked), twenty-one per cent received the superior rating of A, while in Group IV (mothers have always worked), only 9.98 per cent received this rating. In Group III, twenty-six per cent received above average (but not superior) rating, while only 17.92 per cent received that rating. In contrast, only eighteen per cent of Group III received below average rating, while in Group IV, 26.29 per cent received this rating. The per cent of failures in Group III was only three, while in Group IV, it was 18.72 per cent. These ratings are those of the teachers.

Under Table XXXII, form B. it is shown that children of non-working mothers received a greater per cent of grades in the higher brackets than those of children of working mothers. On the other hand, there was a smaller per cent of lower grades and failures for the children of non-working mothers than for those of working mothers.

TABLE XXX

## Arithmetic Marks

A-Superior B-Above Average C-Average D- Below Average F- Failure

Number Children Receiving Mark						
Group I (Mothers Working for First Time)	Rating	1941-42	1942-43	1943-44*	Total	Per Cent
	A	0	0	1	1	8.33
	B	1	2	1	4	33.33
	C	1	1	0	2	16.67
	D	0	1	1	2	16.67
	F	0	0	3	3	25.00
	Total	2	4	6*	12	
Group II (Mothers not Working for First Time)	A	0	2	3	5	17.86
	B	2	1	2	5	17.86
	C	3	2	8	13	46.43
	D	1	1	1	3	10.71
	F	0	0	2	2	7.14
	Total	6*	6*	16	28	
Group III (Mothers Never Worked)	A	4	4	5	13	21.31
	B	5	4	16	15	24.59
	C	4	5	10	19	31.14
	D	5	4	4	13	21.31
	F	0	1	0	1	1.64
	Total	18	18	25	61	
Group IV (Mothers Always Worked)	A	1	7	5	13	9.35
	B	5	5	12	22	15.83
	C	13	13	16	42	30.22
	D	5	12	16	33	23.74
	F	6	8	15	29	20.86
	Total	30*	45*	64*	139*	

\*Mothers Working

TABLE XXX (Form B)

## Arithmetic Marks (Summary for 3 Years)

Mark	Children of Working Mothers		Children of Non-Working Mothers		Total	Per Cent
	Number	Per Cent	Number	Per Cent		
A	16	10.59	16	17.98	32	13.33
B	20	13.25	26	29.21	46	19.17
C	47	31.13	29	32.58	76	31.67
D	36	23.84	15	16.85	51	21.25
F	32	21.19	3	3.37	35	14.58
Total	151		89		240	

In Group I, of the four children who received marks in 1942-43 and again in 1943-44, only one held his own after his mother started to work. The per cent of failures for the group was fifty. The group is so small that conclusions are not valuable but the findings will again be used when the children are placed into two classes later on.

In Group II, after the mothers stopped working in 1943-44, two of the children who had received marks the year before made higher ratings, one held his own and two made lower ratings. Here again the number of children who received marks both years is too small for making valid conclusions. The per cent of failures in the group remains relatively high.

In comparing Groups III and IV, it is found according to Table XXX that 21.31 per cent of children of mothers who have never worked received superior rating as compared with 9.35 per cent of those of working mothers. The per cent of failures for children of mothers who have never worked is only 1.64 as compared with 20.86 per cent for children of working mothers.

According to Table XXX Form B, when the same grades are put under two classifications according to whether or not the mothers of the children were working at the time they were received, comparable results are found.

TABLE XXXI

Comparison of Children's Scores with  
Standard Scores of Metropolitan Tests

		Reading		Arithmetic		Grade Level	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Group I							
(Mothers Above		1	9.09	1	16.67	1	9.09
Working Standard		8	72.72	3	50.01	7	63.63
First Time) Below		2	18.18	2	32.32	3	27.28
Total		11		6		11	
Group II							
(Mothers Above		1	4.54	1	6.25	1	4.55
Not Working Standard		14	63.64	10	62.50	16	72.73
First Time) Below		7	31.82	5	31.25	5	22.72
Total		22		16		22	
Group III							
(Mothers Above		3	7.14	3	12.00	5	11.91
Never Standard		34	80.95	20	80.00	36	85.71
Worked) Below		5	11.91	2	8.00	1	2.38
Total		42		25		42	
Group IV							
(Mothers Above		3	2.75	3	4.69	4	3.67
Always Standard		72	66.06	50	78.12	71	65.14
Worked) Below		34	31.19	11	17.19	34	31.19
Total		109		64		109	

TABLE XXXI (Form B)

Same Scores Arranged According to  
Status of Mother Employment

		Reading		Arithmetic		Grade Level	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Working	Above	4	3.33	4	5.71	5	4.17
Mothers	Standard	80	66.67	53	75.71	78	65.00
	Below	36	30.00	13	18.58	37	30.83
Total		120		70		120	
Non	Above	4	6.25	4	9.76	6	9.375
Working	Standard	48	75.00	30	73.17	52	81.25
Mothers	Below	12	18.75	7	17.07	6	9.375
Total		64		41		64	

An analysis of the scores made on the standard tests corroborates the findings on the analysis of teachers' marks. As might be expected however, the teachers' ratings were slightly higher than those of the standard scores as teachers rated on more than just the level of achievement.

In reading and arithmetic the per cent of children of non-working mothers scoring above standard was nearly twice as high as that of children of working mothers; on grade level it was more than twice as high. The per cent of children below standard in reading was thirty for children of working mothers while it was not quite nineteen for those of non-working mothers. In arithmetic there was no appreciable difference in the per cent of those below standard. On grade level or achievement, however, the per centage of those falling below standard was over three times as great for those children whose mothers worked.

The investigation of the school records on health, citizenship, attendance and scholarship tends to show that mother employment has a harmful effect upon the educational progress of elementary school children because it creates problems of health, attendance and citizenship.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study, as stated in Chapter I, is to find the effect of mother employment upon the physical and social development and scholastic achievement of the elementary school children of a textile community. The study extends over a period of three years.

To achieve the above purpose, a survey was made of the home background, so far as the employment of mothers was concerned, and the development and school progress of the children of those mothers. Interviews, checklists and data obtained from the mill and school records were used. For purpose of comparison, the one hundred mothers interviewed were classified as follows:

- I. Mothers who are working for the first time.
- II. Mothers who are not now working but have worked.
- III. Mothers who have never worked.
- IV. Mothers who have always worked.

In Chapter II, the socio-economic background of the subjects used in this study are presented. A description of the community reveals a picture of a mill village, covering one hundred seventy acres, with unpaved sidewalks and homes, badly in need of painting and repairs and which lack satisfactory sanitary facilities or modern conveniences except lights.



Of a population of approximately seven hundred people, four hundred seventy-five persons are treated in the survey. These are homogeneous racially. An analysis of the one hundred families surveyed reveals an average family group, including the parents, of 6.57 persons. Of the children included 46.6 per cent are boys and 53.4 per cent girls. The size of the families of the mothers who have always worked are largest as shown by Table I.

Of the one hundred mothers interviewed the educational background is lowest for the mothers who have always worked. Of these, as indicated in Table IV, 66.1 have never finished elementary school.

Table V reveals that the population of the village is relatively unstable.

Table VI reveals that the average living space is .68 room per person and Table VII, that with the exception of radios, the homes lack facilities for the occupation of leisure time.

The men and women employed in the mill perform a variety of tasks, they work in three shifts, the hours of which never coincide with the school hours.

The educational facilities of the community are centered in a modern brick school which offers a relatively progressive program. The physical plant is adequate for the purpose. Because a majority of the mothers work, the Parent-Teacher Association is weak, although seventy per cent of the mothers interviewed are friendly in their attitude toward the school.

The only church in the village is Baptist. This is the predominant faith of the villagers, but several other churches are found in neighboring communities. The church functions as a center of the

social life of the community.

Chapter III is concerned with the effect of the employment of Mothers upon the out-of-school life of the children.

The homes were from which the children came were rated to determine how well-kept they were. It is found that homes rated 5, the lowest rating, are those of working mothers although many of these had better facilities for housekeeping than the others.

An analysis of the supervision of the children during the mothers' working hours reveals that frequently such supervision is inadequate. Many mothers, working on the first shift, (7 A.M. to 3 P.M.), depend upon the school to take care of the children part of the time. Many of these children prepare for school after the mother goes to work, and consequently they often come to school unsuitably clothed and improperly washed. According to Table XI, all of the children receiving the lowest rating of 5 on cleanliness and clothing suitability are children of working mothers.

An analysis of the activities of children after school is made in Table XII, it is found that approximately seventy-five per cent of the children who find their amusement away from home are the children of working mothers. Of the twenty-five cases of delinquency found among children in this study, twenty-two cases occur among children of working mothers, most of whom worked on the second shift. Of the five boys sent to the reform school, four had mothers who worked on the second shift, (3 P.M. to 11 P.M.).

Chapter IV deals with the effect of mother employment upon the health, citizenship, attendance and scholastic achievement of elementary school children as revealed by school and County Health records.

In so far as health is concerned, it is found that over seventy per cent of the children who are under weight and over eighty per cent of those suffering from malnutrition are children of working mothers. Similar percentages occur in the matter of bad teeth and tonsils.

In a teacher evaluation of personal and social assets, the children receiving the highest ratings come from homes where the mothers do not work, while the group receiving the lowest ratings come from the homes of working mothers.

Results comparable to those stated above are found in studying the attendance records. Table XXVI indicates that absences are considerably higher among children of working mothers, and an investigation of causes indicated that truancy is more prevalent among children of working mothers than among the others. The same is true in the distribution of tardinesses. Table XXVII shows that the average number of cases of tardiness is considerably higher for children of working mothers than those of mothers not working. Table XXVIII shows the relationship of the mothers' workshift to the number of cases of tardiness. Here it is shown that children of mothers employed on the second shift are more frequently tardy.

An examination of the school records reveals that marks received in reading and arithmetic and scores on standard tests indicate that children of mothers who do not work are better students. Tables XXIX, XXX, and XXXI show that both according to teacher rating and standard tests this is true. The percentage of the group receiving superior rating by teachers' marks on reading is twenty-one per cent for the children of mothers who have never worked in contrast to 9.96 for the children of working mothers. Only three per cent of the children

of mothers who have never worked are classed as failing while 18.72 per cent of the children of working mothers are classed as failing.

Similar differences are found in an examination of the arithmetic marks and the standard test scores. Of the children of mothers who have never worked, 11.91 per cent rated as much as a full grade above their level while only 3.67 per cent of the children of working mothers achieved this rating. On the other hand, only 2.38 per cent of the children of mothers who have never worked fell below the grade level while 31.19 of the children of mothers who have always worked fell below the grade level.

Teachers' marks and scores on standard tests thus corroborate each other in indicating a much lower scholastic achievement for the children of working mothers than for the children of mothers who have never worked.

### Conclusions

The summary of the data collected for this study seems to warrant the following conclusions:

- I. Mother employment has a harmful effect upon the out-of-school life and the in-school development and achievement of elementary school pupils in a textile community.
- II. A contributing factor may be wages inadequate to maintain a proper standard of living.
- III. The lack of a recreational program in the community may be another factor that keeps the boys and girls from developing properly.
- IV. The hours of employment, particularly the second shift, (3 P.M. to 11 P.M.), seem to have a direct bearing upon delinquency and school attendance.

V. The school itself, is **not** meeting the needs of this particular community with its special problems.

VI. Although the study is concerned with only one community, similar conditions might be found in many such communities throughout the southern textile area.

#### Recommendations

The recommendations growing out of this study are of three types.

- I. Research needed in related areas.
- II. Modifications in the school to meet community needs.
- III. Suggestions to industry for the improvement of the mill community.

#### Research Needed in Related Areas

- I. A number of similar studies are needed to test the conclusions reached in this one.
- II. A survey of superior mill villages might uncover practices that have ameliorated the dangers and difficulties inherent in the employment of mothers.
- III. A careful evaluation is needed of the results obtained through extended school services and similar devices.
- IV. A survey of all social agencies and devices might reveal some that could be applied effectively to communities where there is much employment of mothers.

#### Modifications Suggested for the School

- I. Inasmuch as there is no municipal government or planning body, the school through its Parent-Teacher Association should sponsor a community planning council in which the school, the churches and

the industry should co-operate. This council, initiated and encouraged by the school, might sponsor such projects as a community nursery or junior kindergarten, recreational club rooms and a supervised playground. This council might make possible classes for adults and older children, classes in cooking, sewing, home-making, gardening, crafts, child care, home nursing, consumer education, photography, dancing, art, music and other hobbies. It might provide a program of clean sports and contests.

II. The school might extend its program down to include a kindergarten or pre-school grade.

III. The school might put even greater emphasis upon its health and nutritional work.

IV. School attendance should be more carefully investigated and enforced. To see that all those under sixteen are in school each day carries with it the responsibility of providing older boys and girls with a program designed to meet their needs and abilities.

#### Suggestions for Industry

I. Industry should co-operate with the mothers it employs and with the school by assigning mothers to work shifts that run concurrently with school hours.

II. Industry should establish or co-operate in establishing child care centers for the children too young for school.

III. Homes provided for its workers by industry should have at least the minimum essentials such as: indoor toilets, showers, and means of garbage disposal.



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## APPENDIX

## CHECK LIST

## I. Family History

Name \_\_\_\_\_ Address \_\_\_\_\_

Number Years in Village \_\_\_\_\_

Number Children \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

Number Children under six \_\_\_\_\_ In Elementary School \_\_\_\_\_

\_\_\_\_\_ In Junior High \_\_\_\_\_ In Senior High \_\_\_\_\_

\_\_\_\_\_ In College \_\_\_\_\_ In Employment \_\_\_\_\_

Marital Status: Living with husband \_\_\_\_\_ Divorced \_\_\_\_\_

\_\_\_\_\_ Unmarried \_\_\_\_\_

Family Relationship: Parent \_\_\_\_\_ Foster Parent \_\_\_\_\_

\_\_\_\_\_ Guardian \_\_\_\_\_

Church Affiliation: Church \_\_\_\_\_ Sunday School \_\_\_\_\_

Educational Level of Mother \_\_\_\_\_

II. Home: Owned \_\_\_\_\_ Rented \_\_\_\_\_

Number of Rooms \_\_\_\_\_ Children have own room \_\_\_\_\_  
Running Water \_\_\_\_\_  
Recreational Resources: Radio \_\_\_\_\_ Car \_\_\_\_\_ Books \_\_\_\_\_  
Magazines \_\_\_\_\_ Newspapers \_\_\_\_\_

III. Mother Employment:

Works now for first time \_\_\_\_\_ Not working now but has \_\_\_\_\_  
Never Worked \_\_\_\_\_ Has always worked \_\_\_\_\_  
Shift: First (7-3) \_\_\_\_\_ Second (3-11) \_\_\_\_\_ Third (11-7) \_\_\_\_\_

## IV. Supervision of Children while mother works:

None \_\_\_\_\_ Father \_\_\_\_\_ Relative living in home \_\_\_\_\_  
Neighbor \_\_\_\_\_ Older child \_\_\_\_\_ Maid (White) \_\_\_\_\_ (Colored) \_\_\_\_\_

## V. Quality of Supervision:

Good Disciplinarian \_\_\_\_\_ Respected by Children \_\_\_\_\_  
Tries of carry out plans \_\_\_\_\_ Poor Disciplinary \_\_\_\_\_  
Evidences interest in child's progress in school \_\_\_\_\_  
Disliked by children \_\_\_\_\_ Capable of assuming responsibility \_\_\_\_\_

## VI. Children's Routine:

Arises at \_\_\_\_\_ Breakfast at \_\_\_\_\_  
Mother oversees breakfast \_\_\_\_\_ Child gets own breakfast \_\_\_\_\_  
Someone else oversees breakfast \_\_\_\_\_  
Mother supervises toilet & dressing \_\_\_\_\_  
Someone else oversees toilet and dressing \_\_\_\_\_  
Child bathes and dresses without help \_\_\_\_\_

Leaves for school at \_\_\_\_\_  
Goes directly to school \_\_\_\_\_ Loiters on way \_\_\_\_\_  
Sometimes truant \_\_\_\_\_

Takes lunch and buys milk \_\_\_\_\_ Comes home \_\_\_\_\_  
Eats in school cafeteria \_\_\_\_\_

Out of School at \_\_\_\_\_  
Comes directly home \_\_\_\_\_  
Goes where he likes \_\_\_\_\_  
Often goes to picture show \_\_\_\_\_  
Must get permission to go elsewhere \_\_\_\_\_  
Plays at home \_\_\_\_\_  
Studies in afternoon \_\_\_\_\_  
Chores \_\_\_\_\_  
Hobbies \_\_\_\_\_  
Employed \_\_\_\_\_

VII. Parent-School Relationship:

Belongs to P.T.A. \_\_\_\_\_  
Active member P.T.A. \_\_\_\_\_  
Non-member P.T.A. \_\_\_\_\_  
Visits school \_\_\_\_\_  
Understands system of grading \_\_\_\_\_  
Arranges to be home when teacher visits home \_\_\_\_\_  
Unable to be at home when teacher visits home \_\_\_\_\_  
Checks child's report carefully \_\_\_\_\_

Attitude towards school as evidenced by interview:

Friendly \_\_\_\_\_  
Hostile \_\_\_\_\_  
Indifferent \_\_\_\_\_  
Feels school meets child's need \_\_\_\_\_  
Thinks school fails to meet need \_\_\_\_\_

## DATA TAKEN FROM ANNUAL REPORT OF ENTIRE CITY SYSTEM 1940-41

Per Cent of Group Retarded

in Entire System

Per Cent of Group Retarded

in School of Study

Grade I	4.3	10.00
Grade II	6.1	32.10
Grade III	18.2	42.20
Grade IV	6.2	45.00
Grade V	19.6	36.90
Grade VI	46.5	34.50
Total	14.94	34.19

Results of the Detroit First Grade Intelligence Test given to 515 beginners in the city system in 1940-41 showed 34 per cent were immature. In the school of this study twenty eight children took the test and 43 per cent were rated immature. This particular group which is now the sixth grade is one of the best in the school. The results of tests given the other years, however, we re not available.

## PICTURES ILLUSTRATING STUDY

## I. Homes and Family Life.



Six-Room House- - Rated One  
(Company Owned)



Three-Room House--Rated Five  
(Company Owned)





Typical Mill House



— Privies



Converted Street-Car Houses



Tourist Cabin



Trailer Home



Suburban Homes



Contrasting Types of Families

## II. School Activities



Classroom Activities







Library



Cafeteria



Clubs



— Play

## III. Children of Working Mothers



Pre-School



School



## IV. Hazards



Under-Pass



Freight Yards

V. Group of Elementary Girls and Boys



Back Row Retarded Group

